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AVAILABLE FROM Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 (\$1.50 per packet; \$45.00 for set of thirty)
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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to develop an understanding of the provisions of federal legislation that affect sex equity in vocational education. Legislation covered is Title IX of the 1972 Education Amendments and relevant portions of Title II of the Education Amendments of 1976. Additional focus is on social factors that contributed to passage of the legislation. Expected presentation time is about an hour. Contents include a leader's script (material to be presented), three transparency masters, and two handout masters. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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ED189341

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

LEGISLATION'S PUSH FOR SEX FAIRNESS

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

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SEX FAIRNESS PACKETS

PRICE PER PACKET \$1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'

Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'

Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'

Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'

Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'

Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'

Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'

Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'

Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'

Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'

Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'

Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'

Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'

Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

'Instructional Material - Usage Despite Bias'

Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'

Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'

Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'

Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'

Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'

Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'

Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'

Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'

Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'

Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'

Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'

Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'

Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'

Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'

Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'

Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'

Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

The purpose of this in-service packet is to develop an understanding of the provisions of federal legislation that affect sex equity in vocational education. Explored are Title IX of the 1972 Education Amendments and relevant portions of Title II of the Education Amendments of 1976. In addition, the packet attempts to create awareness of what societal factors contributed toward the passage of the legislations.

This packet was developed to stimulate thought as well as to present information in about an hour. It is expected that the presenter will adjust the material to fit his/her speaking style and the group.

Included in this packet are:

1. A Leader's script. This script has action guide notations in the right-hand column.

2. Three transparency masters:

- . Title IX, 1972; Title II, 1976

- . Title II May Activities

- . Title II Must Activities

By covering each master with a sheet of transparency film and running both the sheet and the master through a Thermafax machine, transparencies for usage with an overhead projector can be produced.

3. Two handout masters:

- . Effective Kansas Resources for Expanding Options for Students

- . Resources (page 2)

Copies of these handouts for distribution can be made by using any copying machine or by using a Thermafax machine to make a ditto master.

A suggested general format for the in-service is:

1. Before the presentation, the in-service leader should

- a. become familiar with the script by pre-reading

- b. set up an overhead projector for showing transparencies

- c. have on hand sheets of newspaper print, magic markers, and easels for sub-groups, if the optional closing exercise is to be used.

2. The in-service leader reads the script to the group, incorporating action guide notations in right-hand column when appropriate.

LEADER'S SCRIPT

People in our American society have had to cope with a world that is changing much more rapidly than that which past generations faced. There have been changes in technology, in abundance of resources, in the knowledge a person needs for everyday living, and in the responsibilities a person may have to assume. John Gardner, in his book Future Shock, described the upheavals that lay ahead as the world changed at an ever-increasing pace. We are presently in the throes of that predicted future. Today's world is vastly different from yesterday's world.

Perhaps the brightest spot is that people have proved to be much more flexible than John Gardner gave them credit for. The upheavals have come, but are not nearly so drastic as predicted because people have adjusted. One of the adjustments has been in the roles men and women are assuming beyond their traditional responsibilities. In many ways, these roles have merged. Both sexes are spending a good share of their adult lives as wage earners and both sexes are sharing in child care and home maintenance tasks. But most effective are the men and women who discovered that being at odds with one another--in a battle of the sexes--hinders. Instead, both sexes have contributed toward creating flexible teammate relationships both at the job and on the home front.

That is the good news. The bad news is that not all people have been able to cope well with today's world. Divorces occur because marriage partners carry expectations formed in the past that jar with today's realities. Women are forced through changed family circumstances to earn money without having marketable skills--and the group is large enough to be termed "displaced homemakers." Men face an increased number of ulcers and heart attacks. Children suffer as single-parent families find that they are suddenly living close to poverty levels. All have been caught in a crunch because they were unprepared for situations into

which today's world has thrown them.

Concerned citizens have worried about the number of fellow Americans caught in these crunches. One priority was that today's young people become better prepared than were their parents to cope with today's world--and with whatever tomorrow's world brings, in the hope that this preparation would increase the percentage of people who can avoid a crunch in the future. It was reasoned that our boys and girls needed to develop broader resource bases of skills and training so each could assume similar responsibilities on a partnership basis. And these concerned citizens looked to our schools as a logical place that would be capable of taking giant strides toward providing this resource base. The strategy was to fight for legislation that carried the message to the schools.

So we in vocational education found ourselves affected by the passage of Title IX (Education Amendments of 1972). Title IX covered all educational agencies and institutions that received federal financial assistance. The basic intent of Title IX was to prevent unequal treatment of male and female students in admission, student access to courses and programs, counseling and guidance-test materials and practices, student treatment and regulations, financial assistance and employment. For if males and females faced similar roles as adults, they needed to have the chance to acquire similar preparation.

But it was found that providing equal opportunity was not enough. People still carried the basic assumptions that one sex was better than the other in certain abilities, interests, values, and roles--and their treatment of others reflected these assumptions about men and women. These assumptions were molded in yesterday's world and handed down through tradition. So students choose not to--or weren't encouraged to--take

advantage of the equal opportunities to develop broader resource bases.

Since a large chunk of each person's necessary resource base involved the development of marketable job skills, vocational education was looked to for expanding beyond Title IX provisions. Therefore, we in vocational education are mandated by Title II of the Education Amendments of 1976 to develop and conduct programs designed to overcome sex bias and sex role stereotyping in all vocational occupations--to counter assumptions about differences between men and women that are barriers to the development of broader resource bases. We as vocational educators are asked to move beyond offering equal opportunity to taking active steps toward creating change in people's concepts of the proper role for a woman and a man.

Both the Title IX and the Amendments of 1976 legislation support equal opportunities for females and males in vocational education programs, but there are several significant differences between the two. Let us acquire a feel for the differences between the two before we explore questions such as:

How am I as local Kansas vocational personnel affected?

What guidelines must I be sure to meet?

How can I carry forth the spirit of the law beyond merely complying enough to stay out of trouble?

Because the Amendments of 1976 are newer, more time will be spent considering areas in which this legislation expects Kansas to show effort.

---***---

Note that Title IX addresses sex discrimination. The definition of sex discrimination is "any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex." One key to discrimination is that the action breaks

*** Show
Transparency
Title IX vrs.
Title II

the law, in such a way that is provable and can be taken to court. Essentially, Title IX is telling us in Kansas schools that we must provide girls and boys equal opportunity in all aspects of school life. Our students cannot be excluded from, denied participation in, or be treated differently in Kansas educational programs.

On the Title II side, we find the ~~sex~~ discrimination plus sex bias are addressed. The definition for sex bias is "behavior resulting from the assumption that one sex is superior to another." This is closely related to sex stereotyping that is defined as "attributing behavior, abilities, interests, values, and roles to a person or group of persons on the basis of their sex." Sex bias and sex stereotyping usually are not provable--they often occur through subtle messages and moldings that our society gives its youth as to what is traditionally a female and what is traditionally a male. The subtle messages and moldings are often very unconsciously relayed by the sender. And we as vocational educators often share in sending messages based on traditional assumptions. Title II mandates that we as vocational educators take steps to counter sex biases and stereotypes as well as provide equal opportunity. Is there any question about understanding this first difference before we move on to discussing the second difference?

The second difference concerns how a local Kansas school is affected by each legislation. The Title IX regulations apply directly to each local education agency. As such, your school has the potential to be sued if it can be shown that a discriminatory action was taken by the school or personnel representing the school.

Title II applies to a local education agency "indirectly." The federal government assists states in the support of vocational education programs through a block grant. Eighty percent of a state's

block grant is termed a "basic grant"; twenty percent is for program improvement and supportive services. Only two programs' areas are funded outside the block grant--consumer and homemaking education, and special programs for the disadvantaged.

Our state of Kansas has several options as to how their block grant monies are to be used, and funneled down to local Kansas schools. But these options must remain within the guidelines set forth by the 1976 amendments. If Kansas cannot show that sufficient action is occurring to meet the legislation's priorities, then the state could lose its block monies, a loss which then would affect the funneling of monies down to the vocational program operating in your school. The local school is affected by a domino effect.

One of the top priorities of the 1976 Amendments is countering sex bias and sex discrimination in vocational education. To meet demands placed on Kansas, you may find your school is affected by:

- . Additional requirements imposed by the Kansas State Department of Education on your local program if it receives state funds. These additional requirements will usually include some aspects of sex fairness.
- . New categories of funding that become open for programs or activities related to sex equity.
- . New program ideas that are suggested and/or become available to aid local programs in countering sex bias and stereotyping.

A third difference between the two legislations is what is specifically covered. Title IX names the forms of sex discrimination that are prohibited. Those that affect vocational education prohibit discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, and marital or parental status. Even though the areas covered by Title IX are quite specific, the circumstances that constitute discrimination within an area are continually being reinterpreted by the courts.

Perhaps the most recent change in interpretation involves discrimination that occurs during the hiring of the educational staff. The most recent court case states that the spirit of Title IX is to provide equal opportunity to students, so staff discrimination practices are not covered. Schools, however, can still be sued for staffing discrimination--but by utilizing the Equal Pay Act of 1963 and/or Title VII of the Civil Rights Act of 1964.

Let me relate to you some situations that may occur in your local school setting. Tell me if you think a situation is covered by Title IX, either prohibited because it does not give equal opportunity or required for your school to show it provides equal opportunity. Are your thumbs able to move today? Jiggle them a little to loosen them up. Then, if you think a situation is covered by Title IX, raise them up: "Yes, this is a concern of Title IX." If you think Title IX is not concerned with this situation, give me a thumbs down. ---***--- If undecided, you can just let them rest on their sides. ---***--- Everyone ready? (NOTE: answers will be given in the parentheses following each statement. If there is diverse reaction to a situation, you may want to allow discussion.)

Because of past experience, the auto mechanics' class has decided that girls wanting to be admitted must first demonstrate basic mechanical proficiency. Boys are not required to demonstrate like skill.

(Thumbs up. It is prohibited to have different standards for admitting girls and boys into a program.)

Your school has decided to make an outreach effort to recruit boys and girls into non-traditional classes.

(Thumbs down. Title IX does not require this action. However, this activity is encouraged under the 1976 Amendments.)

Several vocation clubs in your school are open just to students of one sex.



(Thumbs up. Sex segregation in extracurricular activities is prohibited under Title IX.)

Your school attempts not to make waves with the business community by assigning students to work experience programs according to an employer's preference for a male or female student.

(Thumbs up. Title IX prohibits making employment of work program assignments to students on the basis of sex--and should not assist employers who discriminate.)

Your school's home economics teachers are revising their curriculum materials to incorporate the changing roles of women and men in today's world.

(Thumbs down. Title IX makes no requirement for curriculum content. However, this area is a "must" for usage of funds allocated to consumer homemaking programs under the 1976 Amendments.)

Because your school is not an isolated island, it has decided to develop a publicity program that informs the public about sex equity efforts your school is currently undertaking.

(Thumbs down. Title IX does not require publicity activities. However, the 1976 Amendments encourage such efforts.)

Your administration has required all vocational education courses that have enrollments 80% or higher of one sex to be reviewed, to ensure that these enrollments are not the result of sex discrimination in counseling.

(Thumbs up. Title IX requires all disproportionate female/male course enrollments to be reviewed, ensuring that sex discrimination in counseling or counseling materials is not a cause.)

Your aircraft maintenance program in your school does not admit females simply because the building it is located in has only one restroom--and it is for men.

(Thumbs up. Refusing to admit students to a course because of lack of available facilities is prohibited under Title IX.)

Your school has asked each of its instructors to look at their recruiting materials--ensuring that pictures and information show that programs are appropriate for both sexes.

(Thumbs up. Recruitment and other materials describing a school must not imply that there is different treatment of students depending on their sex.)

We have just explored the coverage of Title IX; let us next consider Title II of the 1976 Amendments. Instead of specifying what should not

occur in a school, Title II specifies what actions Kansas must show are occurring within Kansas vocational programs. It also specifies what actions may occur to demonstrate that Kansas vocational programs are making efforts to counter sex bias and sex stereotyping.

Let us look more closely at what these "must" and "may" activities are. ---***--- According to Title II of the 1976 Amendments, state use of federal funds for local vocational education programs must show funds expended for displaced homemakers. According to the legislation, the category of displaced homemakers includes:

- . a person who has been a homemaker, but is presently seeking employment as a result of separation or divorce,
- . a person who is a single head of a household and lacks adequate job skills,
- . a person who has a traditional job for his/her sex and wishes to seek a non-traditional job.

Educational services must provide displaced homemakers with preparation for employment, ways to seek employment, and placement assistance. Currently your Kansas State Department of Education is giving assistance to an urban displaced homemakers program in Wichita. It also is supporting the development of a displaced homemaker's model to be used in rural settings. This effort is being field-tested in eight counties by Evelyn Hausman of Kansas State University.

Another must activity involves how Kansas uses funds allocated for consumer and homemaking education. Schools must show that they are supporting programs which:

- . encourage both females and males to prepare for combining the roles of homemakers and wage earners;
- . encourage the elimination of sex stereotyping by promoting the development of curriculum materials which deal with:
 - the increased numbers of women working outside the home,
 - the increased numbers of men assuming homemaking responsibilities,

Show trans-
parency :
"Title II
Must
Activities"

- changing career patterns of men and women,
- federal and state laws relating to equal education and employment opportunities;
- . prepare females and males who have entered or are preparing to enter into the work of the home.

In addition to these must activities to counter sex bias and stereotyping, Kansas may elect to expend federal funds for local educational programs in additional areas, if these areas have been included in Kansas' five-year plan or an annual program plan. ---***--- One category of may activities involves support services that might be provided for women entering vocational education programs designed to prepare them for jobs traditionally limited to men. Included in these support services could be:

- . counseling on the nature of the programs and difficulties faced by women;
- . job development by providing an interchange with present non-traditional workers via plant visits or classroom interviews;
- . job follow-up support by assisting women students find employment relevant to their training and interests, assisting them to deal with work-site barriers;
- . providing role models by increasing the number of female instructors in non-traditional fields.

Kansas may also choose to use some of its basic grant funds to provide daycare services for male or female vocational students who are also single parents. Again, such activities must first be specified in Kansas' five-year program.

Kansas may choose to use federal funds allocated for program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. These activities

Show trans-
parency:
"Title II
May
Activities"

could fall into three areas:

- . research that develops new curriculum material or revises existing curricula to remove sex and race stereotyping;
- . exemplary and innovative programs designed to reduce sex stereotyping in vocational education;
- . curriculum development through writing sex-fair guidance and testing materials, or other teacher support services that assist in countering sex bias.

Another option for Kansas in using funds made available for program improvement and support services is in the area of vocational guidance and counseling as it relates to countering sex bias. Possible types of programs that could be funded are:

- . vocational resource centers designed to meet the vocational guidance and counseling needs of special population, including persons entering or re-entering the job market late in life.
- . in-service programs that provide counseling and guidance personnel with information regarding
 - the changing work patterns of women;
 - ways of overcoming occupational sex stereotypes;
 - ways of helping girls and women to select careers based solely on their occupational needs and interests.

Or a state such as Kansas could use some of its basic grant money for in-service training that assists vocational education teachers and other staff members to overcome sex bias in vocational education programs.

The last option for which Kansas may choose to allocate funds is the awarding of grants to projects designed to counter sex bias in vocational education. These grant awards could cover projects aimed at:

- . research on ways to overcome sex bias and sex stereotyping in vocational education;
- . development of curriculum materials free of sex stereotyping;
- . development of criteria for the review of curriculum materials for sex stereotyping;
- . examination of existing curriculum materials for sex stereotyping;

- . training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers.

We have zeroed in on those aspects of Title II which would most influence local education programs, even if by indirect routes. You have probably noted other areas that the state of Kansas has addressed. Perhaps you have had the pleasure of meeting Corena Mook. She is an additional staff person in the vocational section of the Kansas State Department of Education. It is her responsibility to oversee vocational sex equity activities in Kansas--and to see that Kansas is expending sufficient effort in the right directions. Included in her assignment is reviewing all vocational education programs in Kansas for sex bias.

Another aspect you may have noted is that your reporting of information concerning vocational student enrollment must now include race and sex. --Or you may have noted increased representation of women on state advisory councils. --Or increased emphasis in the Kansas five-year plan or at your annual KVA meeting.

The Kansas State Department of Education has taken the approach that their role lies beyond just making sure Kansas complies with current legislation concerning sex equity. It has attempted to provide resources to help schools incorporate sex equity activities into their local system. Corena Mook's office has films and slide tapes available on loan to schools. She has sponsored the development of instructional and out-reach packets--with sufficient flexibility that the information and activities can be merged into almost any lesson plan or presentation to a public group. In-service packets were developed that can be used at your local site so local staffs can gain a better understanding of what sex discrimination, bias, and.

stereotyping are; how vocational personnel unconsciously can contribute to such messages; and steps vocational educators can take to counter these limiting messages. In addition, Corena has sponsored a project that has interviewed industry and business in a rural county and an urban county. This study looks at barriers that may exist as you try to place non-traditional graduates in a Kansas work-site. A resource currently under development (in fact, you may be asked to assist) is a directory of non-traditional workers in Kansas. Listed in the directory will be individuals who are willing to volunteer their time to relate with students interested in non-traditional occupations. Some may be willing to visit a school; others, to have students visit them at their sites.

I am going to distribute a job handout that lists effective Kansas resources that are available to assist your efforts in expanding options for students. ---***--- Remember, the legislation can only point the way. It is only our contact with students in our schools that creates change--a change toward students' becoming better prepared to avoid being caught in the crunch of a changing world.

Distribute
Handout:
"Effective
Kansas
Resources"

(This session on legislation could close at this point. However, if time permits, the presenter could elect to have the group brainstorm examples of actions their school could take to expand options for students. This activity may involve the group as a whole, or smaller sub-groups. If sub-groups are used, have a recorder in each one list the suggested ideas on a large sheet of newsprint. After the exercise, the newsprint sheets from all of the groups should be posted so participants are able to read all the suggested activities.)

NOTE: Part of this presentation was adapted from Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secundary Educators, The Vocational Educator's Role developed by the U.S. Office of Education.

TRANSPARENCY MASTERS

TITLE IX, 1972

**ADDRESSES SEX
DISCRIMINATION**

**APPLIES DIRECTLY TO
LOCAL EDUCATION
AGENCIES**

**SPECIFIES VARIOUS
FORMS OF SEX
DISCRIMINATION WHICH
ARE PROHIBITED**

**PROHIBITS SPECIFIC
POLICIES, PROGRAMS,
AND PRACTICES**

TITLE II, 1976

**ADDRESSES SEX
DISCRIMINATION AND
SEX BIAS**

**APPLIES TO STATE AND
FEDERAL VOCATIONAL
EDUCATION PROGRAMS**

**SPECIFIES ACTIONS TO
OVERCOME BIAS AND
STEREOTYPING--USING
FEDERAL MONIES**

**ESTABLISHES A SERIES
OF ADMINISTRATIVE
REQUIREMENTS AND
OPTIONS FOR STATE
USE OF FUNDS**

Source:

Guidelines for Sex-Fair Vocational Education Materials.

HEW--Office of Education, Reprinted by Missouri Department of
Elementary and Secondary Education.

TITLE II MAY ACTIVITIES

- . Support Services for Women Enrolled In Non-Traditional Programs
- . Day Care Services for Children of Students
- . Program Improvement Activities Directed Toward Overcoming Sex Stereotyping
- . Vocational Guidance and Counseling
- . Vocational Education Personnel In-Service Training
- . Grant Awards to Projects Designed to Overcome Sex Bias

TITLE II MUST ACTIVITIES

. Vocational Education Programs for Displaced Homemakers

. Consumer and Homemaking Education Programs That:

.. Encourage Both Sexes to Prepare for Homemaker and Wage Earner Roles

.. Promote the Development of Curriculum Material Which Deals with

a. more women working outside the home

b. more men assuming home responsibilities

c. changing career patterns of men and women

d. legislation toward equal education and employment

. Develop the Skills for Females and Males to Handle the Work of the Home

HANDOUT MASTERS

EFFECTIVE KANSAS RESOURCES FOR EXPANDING OPTIONS FOR STUDENTS

PRESENTATION PACKETS: Developed by Marilyn Legg, Kansas State University and Kansas Department of Education. Cost - \$1.50 each. Available from Vocational Curriculum Center* (check their catalogues) or phone 316-231-7000, Ext. 417

Instructional Packets:

- .Does Occupational Stereotyping Need to Limit Choice?
- .Focus on the Future: Changing Lives.
- .What Would I Do if That Were I?
- .My Legal Right - Expanding Female Options.
- .My Legal Right - Expanding Male Options.
- .Is My Textbook Limiting Me in Considering Future Roles?
- .Is My Guidance Test Limiting Me in Considering Future Roles?

Out - Reach Packets:

- .Future Trends Create Changing Lives.
- .Society's Messages to Youth
- .Community Groups - Helping Face the Future.
- .Business and Industry - Helping Face the Future.
- .Parents - Helping Your Child Face the Future.
- .New Options in Choosing Vocational Training.
- .Re-entering the Work Force - New Options.

In-Service Packets:

- .Changing Lives: Future Trends.
- .My Role as a Change Agent
- .My School's Role as a Change Agent.
- .Legislation's Push for Sex Fairness.
- .Recognizing My Fair and Unfair Behaviour
- .Evaluating Our School for Sex Fairness.
- .Instructional Material - Usage Despite Bias
- .Guidance Tests - Usage Despite Bias.
- .Academic Teacher - Encouraging Non-Traditional Options.
- .Vocational Teacher - Encouraging Non-Traditional Options.
- .Counselor - Encouraging Non-Traditional Options.
- .Creating a Sex-Fair School Environment.
- .Differences Between a Girl and Boy?
- .Profile of a Non-Traditional Student.
- .Home Economics for All.
- .Math and Science for All.

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Room 115 Willard Hall
Pittsburg State University
Pittsburg, KS 66762

RESEARCH REPORTS:

IDENTIFYING EMPLOYMENT BARRIERS RELATED TO SEX BIAS

This research project states the results of a survey in which employment barriers relating to sex bias were identified in Montgomery County (rural) and Sedgewick County (urban).

Contact: Ms. Corena Mook
Sex Equity Specialist
Kansas State Department of Education
120 East Tenth
Topeka, Kansas 66612 913-296-2091

JOINT WORKSHOP ON SEX EQUITY

Kansas Counselor, Career Educators, and Vocational Educators plan projects to work together in Kansas schools. A Special Vocational Education Project; Kansas State Department of Education.

Contact: Mr. Ken Hoffman & Phil Wurtz
Counselor Education Department
Emporia State University
Emporia, Kansas 66801

DIRECTORY OF NON-TRADITIONAL WORKERS IN KANSAS

Currently under development. Available by June 1980. Input that identifies non-traditional workers in Kansas that the project could contact would be appreciated.

Contact: Marilyn Legg
Project: Opening Occupational Options
Holton Hall
Kansas State University
Manhattan, KS 66506 913-532-6290

AUDIO VISUALS

The following Audio Visuals are available on loan at the Kansas State Department of Education. Contact Ms. Corena Mook, Kansas State Department of Education, 120 East Tenth, Topeka, KS 66612. (913) 296-2091

Hey, What Are Your Plans For The Next 60 Years? by Mary Ellen Verheyden-Hilliard

A 15-minute slide/tape show that tells about new jobs opening up for men and women; suggests reasons why it is a good idea to try something new and how one may feel about that; and talks about how changes in work have brought some changes to family and social roles and how people feel about these changes.

Non-Traditional Careers for Women - by Pathescope Educational Films, Inc. and The Associated Press

A filmstrip presentation which provides a broad picture of a career area, using interviews with real people working at real jobs and focusing on the details of a given career area.

Sex Role Stereotyping - A National Education Association Publication kit which contains the following sound filmstrips:

- "Cinderella is Dead"
- "The Labels and Reinforcement of Sex Role Stereotyping"
- "Blue is for Sky, Pink is for Watermelon"
- "Women's Rights; Multi-Cultural Equity"
- "Sexism, Racism, Classism in the Schools"
- "We Don't Know How to Grow People"
- "ERA - The Equal Rights Amendment and You"

Jobs and Genders - by Guidance Associates

A sound filmstrip designed to present both male and female students with challenging facts and ideas about how their genders may influence their vocational choices and to encourage students to explore what they really would like to be and do rather than what they think society expects them to be and do.

I'M Glad I'M She, I'M Glad I'M He - A sound filmstrip on loan from the North Carolina Dept. of Public Instruction

A 25-minute, color videotape presentation by Deborah Patterson, Doctoral Candidate at West Virginia University in Morgantown, West Virginia, designed to introduce young women to the possibility of a career in Industrial Education and to see how women can fit into the profession, what the duties are and what skills are required.

Solving Old Problems Instead of Creating New Ones: An Approach to Sex Equity -

A Videotape and a cassette tape presentation of Amanda Smith's presentation at the Kansas Vocational Association in Wichita on March 30, 1979.

Slide/Tape Interview Presentation: Opportunities in Non-Traditional Careers

Special Vocational Education Project; Olathe Vocational School/ Kansas State Department of Education

Ms. Corena Mook/KSDE

or

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